



ASPECTS OF HUMAN EDUCATION AND DEVELOPMENT IN THE REPUBLIC OF MOLDOVA

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Abstract: *The purpose of this paper is to emphasize certain impact elements of education on human and economic development specifically in the Republic of Moldova. We start from the study of the reports regarding the education system situation using statistic data and specialty literature highlighting the reports regarding the level of the percentage in the GDP assigned to education and regarding the results obtained after that particular assignment. The paper presents reasonable conclusions regarding the state of the education system in the Republic of Moldova, as well as solutions for its improvement.*

Key words: *education, human development, economic development, Republic of Moldova*

1. INTRODUCTION

Human development involves the possibility to live a long and healthy life, it involves education, resources suitable for a decent lifestyle, participation in the social and political life of the society, the freedom of expression. Human development involves investment in human capital, especially in the increase of its quality, which also means the increase of the capability of people to efficiently and creatively participate in the process of economic development, to adjust their way of consumption to the standards of environmental protection and to learn to live in harmony with nature. On the other hand, human development cannot be achieved without material and financial resources, so that economic development represents a condition for human development, this relation of dependence being stronger and more obvious than the one which takes place in the other direction. International experience proves that at equal economic development levels there are different levels of human development.

Within human development, "the engine" is represented by human lives. The resources, the incomes, the political and social institutions and securities are means and purposes of the policies of a vital importance.

An educational system which aims to support human development has to do much more than just focusing on reducing the number of cases of school abandonment. Enrolment is just the first step and a necessary (but insufficient) condition to ensure human development. The second step is using knowledge and the third one is the ability of an educational system to teach pupils and students how to learn. Only after these three steps are met does an educational system meet sufficient conditions to promote a process of human development, which extends the real liberties of people (Unterhalsers, 2009).

According to the theory of human capital, education plays an instrumental role in economic growth. Education provides people with the productive skills required by a modern and complex economic system. Thus, education represents an investment which produces economic benefits.

In Sen's opinion (Sen, 1992), the approach through the perspective of human development and capability gives

education three roles and they are the following: the instrumental role, the ability role and the re-distributive role.

Investment in human capital is distinctively influenced by a series of factors which regard: *the length of the revenues flow, the costs involved and the differences between the wins expected to be obtained* (Suciu, 2000).

-The economic efficiency of investment in human capital depends on the moment when the investment is made, that is on the "length" of the revenues flow. To an investment in human capital made later on during the active life corresponds a small present net value and a low internal rate of recovering the investment in human capital, because there will be less years left for that person to benefit from that particular investment. As compared to young people, older people have less time to benefit from the advantages of the instruction and to recover the amount of money spent during the instruction.

-The smaller the costs of the investment in human capital, the higher the number of people which consider this investment to be profitable.

-If the differences between the wins obtained by the high school and faculty graduates are big, the number of those who will continue to invest in human capital will also be big and they will attend a university.

The process of learning takes place along the whole life of a person. In this direction, the European legislation identifies 8 key-skills: communication in the native language; communication in foreign languages; skills in mathematics and elementary skills in science and technology; computer skills; the ability to learn the way of learning; social and civic skills; initiative and entrepreneur spirit; cultural conscience and expression.

2. THE REPUBLIC OF MOLDOVA

The links between the professional instruction system in the Republic of Moldova and the labour world are very feeble. Consequently, about 36% of the total of population in the age category 25-34, who are active in work don't have formal studies of professional instruction. The graduates of the professional instruction institutions are facing great difficulties in the employment process, only 30% of them working according to their qualifications obtained in vocational schools, colleges and universities.

The present structure of the education system does not stimulate instruction throughout life and does not offer possibilities to certify the skills obtained during the work activity.

In the beginning of the decade, one succeeded in modernizing the study plans and programmes, but, later on, still, the interference of the political elements considerably limited the autonomy of the education institutions.

The main obstacles in the development of the education system are the hyper-centralisation of the educational system, the inefficient use of the resources, the diminishment of the role of direct beneficiaries in the administration of the education institutions, the lack of connections with the labour world and

the persistence of a management based more on the process than on results.

In compliance with the Programme of the United Nations for Development in Moldova "Human education and development: current and perspective challenges", Chisinau 2010, an essential reform of the educational system should be based on the following principles:

- decentralisation;
- the autonomy of the education institutions;
- making the education institutions responsible; this involves officialising an external evaluation and accreditation independent from the authorities in the education domain, the increase of the role of the direct and indirect beneficiaries of the education system in assessing the achievements of the education institutions;
- implementing a management based on results which would re-direct the educational system towards the needs of the direct and indirect beneficiaries of education;
- strengthening partnerships;
- opening the educational system; that means that any education institution and the whole system are accessible to any person, irrespective of their ethnic background, language, religious beliefs, physical abilities etc.

What's important is that the new normative-judicial frame being elaborated assigns no longer explicitly or implicitly to the state the role of sole beneficiary of the educational process, but that it puts an emphasis on the development of skills. In case a change like this does not occur, it is unlikely that the speeding up of human development and the achievement in the Republic of Moldova of the Objectives of Development of the Millennium in education take place.

It is known that the access to education and its quality depends a lot on the financing of the education system. An analysis of the international statistic data which characterizes the proportion of the public expenses in the GDP, assigned to the education sector, highlights that the Republic of Moldova, according to the values of this indicator, is on the 7th position among the Baltic countries and the CIS countries and on the 31st position among the European countries. In comparison to the neighbour states, in the years 2002-2005, the proportion of the public expenses for education in the GDP in the Republic of Moldova (4,3%) was greater than that of Romania (3,4%) and smaller than that of Ukraine (6,4%).

During the years 2000-2008, the authorities of the Republic of Moldova ensured a constant growth of the financial means assigned to the education system. But this growth was not followed by a growth of the gross rate of enrolment in all the levels of education. Thus, during the years 2005-2008, the proportion of the public expenses for education in the GDP increased from 6,8% to 8,2%, but exactly during these same years the gross rate of enrolment in all levels of education dropped from 71,7% to 69,8%.

3. CONCLUSION

The aim of research was to point out the relationship between education and economic development in Republic of Moldova. Statistical data were the basis for research.

Republic of Moldova met a strong growth during the years 2006-2008, accompanied by signs of boom. There was an increase, stimulated by foreign investments, but the global economic crisis caused a strong weakening of the economy.

The state made considerable efforts for financing the educational system, the financial means assigned to education being in a continuous growth.

As compared to the countries of Europe, Republic of Moldova invests in education much more resources, the

proportion of the public expenses in the GDP reaching in 2008 the value of 8,2%. Still, the increase of the financial means assigned to education did not have as a result core changes in the educational system, and the existing mechanisms of assigning resources do not stimulate performance: the increase of the level of access, the diminishment of discrepancies, the improvement of instruction quality.

The fact that in the Republic of Moldova the increase of the expenses in the education sector is not accompanied at the same time by an extension of the access to studies highlights malfunctioning and inefficiency in the use of the financial means assigned. This is a clear sign of a deep system crisis, caused also by the fact that the existing mechanisms of resources assignment do not stimulate performance. The results obtained by the Republic of Moldova in the human development domain are in great proportion due to the high level of education. This advantage represents an important factor, which could contribute to a decisive extent to the formation and development of the capabilities of each person. But the existing normative-judicial frame did not enable the entire capitalization of the opportunities offered by a quality education. Excessive regulations, financial constraints and the influence of the political factors did not enable the education institutions, especially the ones providing instruction for specialists for the national economy, to develop capabilities and to promptly react to the changes in the social and economic life and to the evolution of the labour market.

Although in the professional instruction domain, especially in higher education, there have been implemented certain reforms, the number of young people who enter the labour market having no professional training is very high. This does not contribute to the full achievement of the potential of each and every citizen and represents a real obstacle in the social and economic development of the country.

The evolution of the educational system in the Republic of Moldova, in time of crisis, with alterations and effects represents a future study.

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